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ABSTRACT

Collaborative scholarly writing published in education journals was studied. Two basic investigative approaches were used. The first was to directly examine 26 major education journals published from 1984-86. This yielded information about the incidence of multiple authorship, the type of journal articles published (practical, research, or theoretical), and sex of authors. By using a subset of 16 journals, the composition of collaborative writing teams was also analyzed. More males were published authors, both singly and collaboratively. They were also the senior authors of collaborative writing teams more often than females. A survey about collaborative scholarly writing was the second strategy in this study. The survey contained items pertaining to the particular published article used to identify the author, as well as items about collaborative writing in general. Of 1,027 surveys mailed, 547 usable surveys were returned. Responses to the questionnaire resulted in useful information about: (1) the reasons for collaboration; (2) criteria for selecting co-authors; (3) ways that authors determine tasks, generate a first draft, and allocate credit for authorship; and (4) deterrents to multiple authorship and other ethical issues. A hypothetical model for the collaborative writing process was designed, based upon subjects' written responses to the 18 open-ended survey items. (The Collaborative Professional Writing Survey is appended.) (Author/MDE)

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The Role of Collaboration in Scholarly Writing:

A National Study

Paper Presented at the Annual Meeting of the

American Educational Research Association

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April 20-24, 1987

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Abstract

Collaborative scholarly writing published in education journals was the focus of this study. Two basic investigative approaches were used. The first was to directly examine 26 major journals over a three year period. This yielded information about the incidence of multiple authorship, the type of journal articles published (practical, research, theoretical), and sex of authors. By using a subset of 16 journals, the composition of collaborative writing teams was also analyzed. As a general finding, more males were published authors, both singly and collaboratively. They were also the senior authors of collaborative writing teams more often than females for these 16 journals.

An exploratory survey about collaborative scholarly writing was the second major strategy in this study. Twenty percent of the first and second authors published in 31 different education journals during 1984-85 were randomly selected. In order to obtain the study sample, subjects were alternated between first and second authors. The survey contained items pertaining to the particular published article used to identify the author. It also contained items about collaborative writing in general. 1027 surveys were mailed and 547 usable surveys were returned. Responses to the questionnaire resulted in useful information about the reasons for collaboration; criteria for selecting co-authors; ways that authors determine tasks, generate a first draft, and allocate credit for authorship; deterrents to multiple authorship and other ethical issues. A hypothetical model for the collaborative writing process was designed based upon subjects' written responses to the 18 open-ended survey items. Recommendations for further inquiry are made.

Acknowledgements

The authors express appreciation to research assistants Lisbeth J. Brown, Diane Glidden, Mary Kay Malloy, Denise Shaffer, and Mary Szwedo for their help with data collection and for assistance with a computer program to analyze the data. Support for the entire project was provided by faculty research awards from Indiana University of Pennsylvania, the Office of Research and Advanced Studies, George Mason University, and the University Center at Binghamton, Binghamton, New York.

Writing for professional publication is an important responsibility of college and university faculty. For the individual faculty member, quality publication results in the efficient dissemination of knowledge, increased recognition in the field, and enhanced status within the profession (Simeone, 1987). Publication also has implications for promotion, tenure, and merit pay decisions (Creswell, 1985). Despite the apparent pressure to publish, it is estimated that only about twenty percent of academicians are published (Boice & Jones, 1984; Ladd & Lipset, 1975). Reasons for this phenomenon include conflicting demands of the scholarly role, insufficient experience in professional writing, inadequate incentives for scholarly publishing, and lack of an enduring value commitment to publication (Jalongo, 1985; 1987).

In education, acceptance rates for articles submitted to national journals average less than 20% (Henson, 1985). As a result, faculty have understandably low expectations for success. These factors affect faculty negatively, not only in terms of publication records, but also in terms of professional development.

Recent literature suggests that successful collaborative writing efforts offer several important advantages to faculty (Ede & Lunsford, 1983). Fox and Faver (1984) contend that co-authorship contributes to scholarship in a number of ways.

Collaboration provides opportunities for less experienced or non-published faculty to write and publish. It is not uncommon for faculty who doubt their abilities or who are new to the scholarly role to gain support by teaming with a more experienced writer. Even when co-authors' confidence and experience are comparable, a commitment to a respected colleague often increases work motivation and causes authors to feel a greater responsiblity for task completion (Fox & Faver, 1982).

The prevalent problem of finding time to write can also be exacerbated to some extent by a "divide and conquer" approach (Valian, 1985). Even the isolation typically demanded by the writing process can be offset by interactions with a co-author concerning the manuscript.

Not only the writing process, but also the writing products are affected by teamwork. A blending of co-authors' expertise and perspectives can result in a better manuscript than each author might write independently. Working with another competent scholar, for example, often results in more ambitious undertakings than those selected by an individual author. Because each author brings a unique background to a project, creativity can be stimulated through multiple authorship. Research suggests that a factor labeled "engagement with the novel" is a correlate of perceived quality in scholarly products (Pellino, Blackburn, & Boberg, 1984). Furthermore, co-authors provide immediate review and feedback to one another. They serve as the "first audience" for the manuscript by recommending revisions, correcting errors, and providing a more balanced view of an issue before a manuscript is submitted (Fox & Faver, 1984).

In recognition of these projections and of the potential benefits of multiple authorship, an exploratory study of collaborative writing in educational journals was designed. The study had two basic sources of information. The first was to go directly to the journals and tabulate data about multiple authorship. The second was to obtain self-report data from published co-authors using an exploratory questionnaire. Ultimately, the study purposes were to report on recent trends in collaborative writing by educators, develop a profile of the ideal collaborator, suggest guidelines for the successful management of co-authorship, and to identify ethical issues involved in collaborative writing.

Background

Research in collaborative writing from different disciplines indicates that co-authorship is a common practice (Gordon, 1980; Hargens, 1967; Pelz & Andrews, 1966; Presser, 1980). This is especially true where empirical research is concerned (Fox & Faver, 1982; Kyle & McCutcheon, 1984). It has also been predicted that collaborative writing will continue to increase due to patterns of funded research, specialization within fields, growth of new disciplines, and increased professionalism in science (Bridgewater, Bornstein, & Walkenbach, 1980; Fox & Faver, 1984). Although the practice of collaborative scholarly writing is widespread, relatively little is known about why authors decide to write together, how the typical collaborator can best be desribed, how the process of collaborative writing is generally managed and what difficulties are encountered by writing teams (Fox & Faver, 1984).

Studies of academics suggest that there is considerable variation in the amount of collaborative writing which is published within specific fields. Results of a recent survey of 3,664 scholars conducted by the American Council of Learned Societies corroborates this contention. The item "I have co-authored a scholarly paper or publication with: (a) colleagues inside my department or (b) outside my department or institution" yielded the following responses: American Historical Association (15%/28%); American Sociological Association (52%/69%); Modern Language Association (14%/22%); and American Political Science Association (33%/55%) (Morton & Price, 1986). No data on scholarly collaboration in education were reported. Although a literature search identified research on collaborative writing in general and upon the issues affecting shared authorship, the researchers were unable to locate published research explicitly focusing on collaborative writing among educators.

Method

In order to investigate the collaborative writing process in education, seven research questions were formulated. These questions guided the generation of a questionnaire as well as the data collection and analysis.

1. How prevalent is collaborative writing in major education journals?
2. How can the composition of collaborative writing teams in education best be described?
3. What motivates authors to collaborate?
4. What criteria are used to select co-authors?
5. How do collaborators determine tasks, assign responsibilities, and allocate credit?
6. What are the major benefits of and deterrents to multiple authorship?
7. What are the ethical issues involved in collaboration?

Data Obtained From Journals

The research team analyzed 26 education journals (1984-86) to determine the incidence of co-authorship in published articles. Using a directory of publishing opportunities (Levin, 1984), the researchers identified national journals published at least six times a year and/or publications of major educational organizations.

Articles were defined as more than two printed pages, excluding editorials, book or test reviews, special columns and letters-to-the-editor. Each article was further described using one of the following definitions from the American Psychological Association Publication Manual (1983):

1. Empirical - Articles that report results of original research and are typically organized by headings such as Introduction, Methods/Procedures, Results, Discussions, and Implications.

2. Review/theoretical - Articles that synthesize and critically evaluate material that has been previously published.

3. Practical - Articles that apply research and theory to situations facing practitioners in the field.

In order to be coded as empirical, review/theoretical or practical, more than one half of the article's content had to be described by one of the three designations. To assess the adequacy of this approach, a random sample of articles was categorized by six independent raters. Inter-rater reliability was .92. By applying the definitions for articles and article types discussed above, all of the articles which appeared in each of the 26 journals during each three year period were included. The number of authors (1, 2, 3, 4 or more), the article type (practical, research, theoretical), and the sex of the author(s) (male collaborative, female collaborative, mixed collaborative, male single author, female single author) were compiled. Appendix A is a complete listing of these results. The graph below compares the percentages of single and multiple authored articles in all 26 journals over the three year period.

Insert Figure One About Here

In order to answer the second research question about the composition of collaborative writing teams, a subset of 16 education journals was analyzed. As Figures Two and Three illustrate, males were more likely to be authors, to be members of writing teams, and to be listed as first authors. The most common configurations for writing teams in education are reported in Figure Three.

Insert Figures Two and Three About Here

Survey Data

The second part of the study was a survey of published educator/authors. Each research team member identified a random sample (20%) of co-authored articles from 31 selected journals published in 1984-85. The decision to include educational journals with a diverse audience (16) as well as specialized journals in elementary/early childhood education (10) and reading/language arts (5) paralleled the interests and expertise of the research team. A list of these journals is contained in Table 1. From these articles, the researchers randomly selected a sample of first and subsequent authors. The researchers decision to alternate first and subsequent authors was done to provide adequate representation from each type of collaborator and to provide an avenue for more complete input from writers. This group became the study sample.

A complete mailing address for each survey recipient was contructed from author information in the journal, an institutional directory, and a postal zip code directory.

In order to better understand collaborative writing as a process among educators, the research team developed a questionnaire. The instrument was piloted with professional writers and co-authors from three institutions (N=15) and subsequently revised. It was also reviewed by Shaughnessy scholars who were conducting a national study of collaborative writing and its implications for the teaching of composition (Ede & Lunsford, 1983). Using the review of the literature, the input of panel experts and the data from the pilot, the research team prepared a completed questionnaire and an accompanying cover letter for data collection.

The original questionnaire consisted of 32 items (18 with open-ended responses and 14 forced-choice responses). The researchers grouped the items

according to the research questions guiding this study. For example, items 9, 11 and 14 provide information on the ideal collaborator (Appendix B).

Responses to open-ended items were read and coded. Frequency counts for responses to both open and forced-choice items were made. Descriptive statistics were also used.

Results and Discussion

Of the 1027 surveys mailed, 46 were returned because authors were no longer at the institution published in the journal. Usable surveys numbered 547, providing a return rate of 55.8%. Higher education faculty (366), higher education administrators (70), public/private school administrators (34), graduate students and research associates (28) and public school teachers (17) were the major groups comprising the sample. There were 323 responses from males (59%) and 224 from females (41%). The range in years of experience was 1-23 with a mean of 7.2 years and a standard deviation of 5.2.

Of the total sample, 478 reported that they had been published prior to the publication of the article used to include them in the sample. Seventy-two authors reported that this was their first publication. Forty-nine percent said they had published other articles with their co-author and fifty-one percent said they had not. The mean number of articles previously published was 11 and the range was 0-80, indicating a variety of publication experiences.

Rationale for Collaboration

Co-authors listed several reasons for collaborating on the identified article. The major reasons cited for collaboration on the identified article were to promote professional growth through collegiality (33.7%), to enhance article quality through combined co-author expertise (30.1%), to increase efficiency of the writing and publishing process (16.2%), and to capitalize upon complementary strengths (13.6%). These reasons closely parallel findings from

sociological studies of co-authorship (see Fox, 1985). Successful collaborative writing is apparently a highly valued professional activity which enhances the overall quality of the scholarly product and facilitates the writing process. (See Table 2)

Insert Table 2 About Here

Characteristics of the Ideal Co-Author

The identification of a suitable co-author is obviously crucial to the success of a collaborative writing venture. The rank-ordering of the attributes that authors required of collaborators were: cooperative/compatible, conscientious/dependable, and intelligent/creative/skillful.

Determining Tasks/Allocating Credit

When asked how each author's tasks were determined, respondents most often indicated that early planning through group discussion was used (40.3%). Respondents also based tasks on the background, expertise and interests of each collaborator (25.8%). In some cases, particularly if the authors were mentor and protégé, the first author arbitrarily made the decision (15.1%). Little disparity between the ways of designating responsibilities for this particular article and collaborators' perceptions of the best ways to allocate credit for authorship existed. When asked how an author's tasks should be determined, responses indicated that early planning/group discussion (34.0%) and background, expertise and interests (28.7%) were considered most important. (See Table 3)

Insert Table 3 About Here

Generating Text

The processes used in generating a first draft of the identified article were the same as the processes collaborators reported as being preferred by them. Again, there was little disparity between the reported practice of collaborators and their preferred practice. (See Table 4)

Insert Table 4 About Here

Combined Effort. In many cases, collaborators reported that they proceeded through the entire writing process as a team (38.4%). This was also considered to be the best way to co-author by 33% of the respondents. Written comments to the open-ended items revealed that many collaborators met together regularly, first to brainstorm, later to obtain a first draft and then to react to each other's work, revising and editing until the manuscript was ready to submit for publication. Often the primary responsibility for certain sections or aspects was decided together. The implicit assumption in this strategy was that the completed manuscript would be a synthesis of the views, knowledge and work of each author.

Primary Author. Another strategy was for one author to take the lead and write a first draft which the second author reviewed and revised, giving it back to the first author for final polishing (34.1%). This was also the preferred process in general (25.4%). The primary author approach was often used when one partner had major responsibility for a particular project or for long distance writing arrangements. Purists might argue that this is not true collaboration, however, because a clearly hierarchical relationship existed between or among the co-authors.

Outline or Presentation. The third reported approach to writing together was to work from an existing co-authored outline or to use the overview from a previous presentation as the basis for assigning writing responsibilities (12.6%). This was also ranked third as a preferred method (11.8%). Each author refined his or her section and then one person, who often became first author, combined the parts into a polished manuscript and submitted it for publication.

Deterrents to Multiple Authorship

The major deterrents to successful co-authorship were, in descending order, a clash of philosophies, ideas, interests; barriers of time and distance; failure to meet deadlines and fulfill responsibilities; questionable competence of co-author; and conflicts over relative contributions to the manuscript.

Ethical Issues

Although collaboration offers many advantages, nearly half (47.0%) the sample indicated a negative or uncomfortable experience with co-authorship at one time or another. Failure to fulfill obligations was the major problem cited by 34% of those who reported a negative experience. A clash of philosophies, interests and/or styles was reported as the reason by 27%. In this instance, collaborators disagreed on the purpose, focus, audience, style or outlet for a manuscript. Several reasons were listed by the remaining 39%, including an inability to achieve consensus, disputes over credit for authorship, or differences in writing styles. A failure to "share the vision" seemed to be the most pervasive and difficult issue.

For the 257 authors who experienced a negative or unsuccessful experience with collaborative writing, the most common solution was to avoid a confrontation, sometimes abandoning a project entirely (43%). A second alternative was for co-authors to divide their "community property" and go their separate ways (23%). Written comments further corroborated the contention that

a hostile confrontation with a colleague was a particularly aversive consequence of failed collaboration, one that authors avoided if at all possible.

Benefits of Collaboration

Respondents identified all of the advantages of multiple authorship which were discussed earlier in this paper. The major benefit of collaboration was perceived to be a blending of expertise that resulted in a higher quality manuscript (37.6%). Four other benefits were: enhancement of creativity, learning, and insights (22.6%); the sharing of a workload (15.7%); the enjoyment of colleagueship (11.4%); and the increase of motivation/productivity (12.7%). Forty-four percent of the total sample believed that they did their "best work collaboratively" even though 48% agreed that "certain projects do not lend themselves to collaboration." Specific examples of projects ill-suited for collaboration offered by respondents included position papers, creative writing (e.g. poetry), and the conceptualization of a new theory.

One of the criticisms of multiple authorship has been the incidence of false authorship--listing a colleague's name for a minimal contribution or as a courtesy. Fifty-five percent of the survey respondents were adamantly opposed to such a practice while twenty-one percent considered it appropriate. The remainder conceded that in certain circumstances, false authorship might be defensible, but they still deemed it unacceptable as a general practice.

Advice for Prospective Collaborators

Everyone who responded to the survey had collaborated and published at least one article in a major journal. They offered potentially helpful advice for prospective co-authors. The major piece of advice was to pre-plan responsibilities, deadlines, outcomes, and credit for authorship (35.1%). Selecting a co-author was rank-ordered second in importance (33.9%) while maintaining flexibility, a spirit of compromise, and a willingness to accept criticism was

third (16.2%). Nearly fifteen percent of the respondents gave collaboration an unconditional enthusiastic endorsement with statements like "Try it!" or "Get started." Establishing parameters before entering into a writing arrangement and adjusting as necessary throughout the writing process was perceived to be important.

Conclusion

Based upon these preliminary findings, the challenge and the pleasure of collaborative authorship can best be described as "sharing the vision." When members of a writing team can achieve consensus about this vision, benefits accrue to each; when members of a writing team have (or acquire) incompatible perspectives, difficulty is experienced by all. Ultimately, "reality is selectively perceived, rearranged cognitively, and negotiated interpersonally" (Weick, 1979). Co-authorship is one specific instance of this general precept.

This exploratory study has enabled us to better define the dimensions of collaboration as they apply to publishing in education. The study also led us to devise a hypothetical model for the collaborative writing process (Appendix C). The model was a way of synthesizing general trends in this data, particularly the sometimes lengthy written responses of study participants. Additionally, the original questionnaire has been revised based upon these preliminary findings. Now that the survey is more succinct, our study of collaborative writing can be pursued with other groups of educators or administered to faculty from other disciplines.

Collaborative scholarship is an intriguing topic, a curious blend of intellectual achievement and interpersonal dynamics. Apparently, it is also the preferred workstyle of a significant number of faculty. Because collaboration can improve the quality of scholarship, broaden the participation of faculty in professional publication, and promote personal/professional growth, it deserves

to be valued by both faculty and administrators. It also merits further investigation.

Table 1

Education Journals Used to Identify Survey Samples

Journal Title	Code
1. Action in Teacher Education*	G
2. Adolescence	E
3. American Educational Research Journal*	G
4. Child Care Quarterly	E
5. Child Development	E
6. Childhood Education	E
7. Child Study Journal	E
8. Children Today	E
9. Child Welfare	E
10. Day Care and Early Education	E
11. Early Years	E
12. The Educational Forum*	G
13. Educational Leadership*	G
14. Educational Research*	G
15. Harvard Educational Review*	G
16. Journal of Education*	G
17. Journal of Educational Research*	G
18. Journal of Higher Education*	G
19. Journal of Negro Education*	G
20. Journal of Reading	R
21. Journal of Teacher Education*	G
22. Language Arts	R
23. NASSP Bulletin*	G
24. Phi Delta Kappan*	G
25. Reading Research and Instruction	R
26. Reading Research Quarterly	R
27. Review of Educational Research*	G
28. Teachers College Record*	G
29. Theory Into Practice*	G
30. The Reading Teacher	R
31. Young Children	E

Code

G = General education journals with a diverse audience (N=16)
E = Elementary/Early Childhood publications (N=10)
R = Reading/Language Arts publications (N=5)
* = subset of journals used to analyze composition of writing teams

Table 2
Rationale for Collaboration

Reason	Percent	Frequency
To promote professional growth through collegiality	33.7	186
To combine expertise/enhance content and quality	30.1	166
To increase efficiency/expedience	16.2	89
To capitalize upon complementary strengths	13.6	75
Other	6.4	35
	100%	551

Table 3
Determining Tasks and Allocating Credit for Authorship

	Process Used		Preferred Process	
	percent	frequency	percent	frequency
early planning/group discussion	40.3	229	34.0	186
based upon background, expertise, interests	25.8	147	28.7	157
first author decides	15.1	86	--	--
authors listed alphabetically	5.6	32	--	--
other	9.7	55	15.4	84
no response	3.5	20	21.9	120
Total	100%	N=569*	100%	N=547

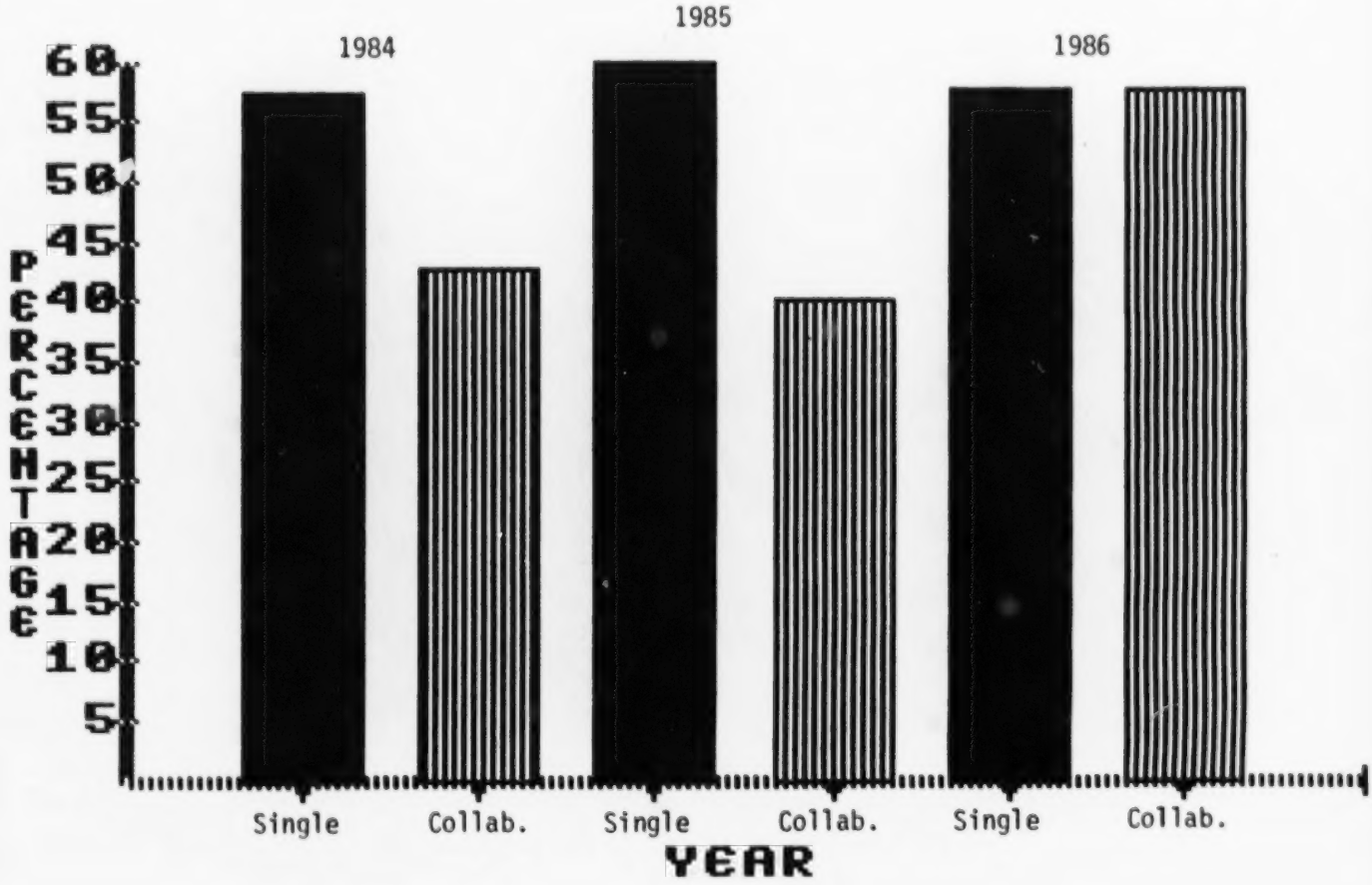
*N is greater than 547 due to multiple responses

Table 4
Generating a First Draft

	Process Used		Preferred Process	
	percent	frequency	percent	frequency
combined effort throughout	38.4	231	33.0	187
first author writes, co-author revises	34.1	205	25.4	144
begins with an outline on conference presentation	12.6	76	11.8	67
other	9.8	59	11.6	66
no response	5.1	31	18.2	103
Total	100%	N=602*	100%	N=567

*N is greater than 547 due to multiple responses

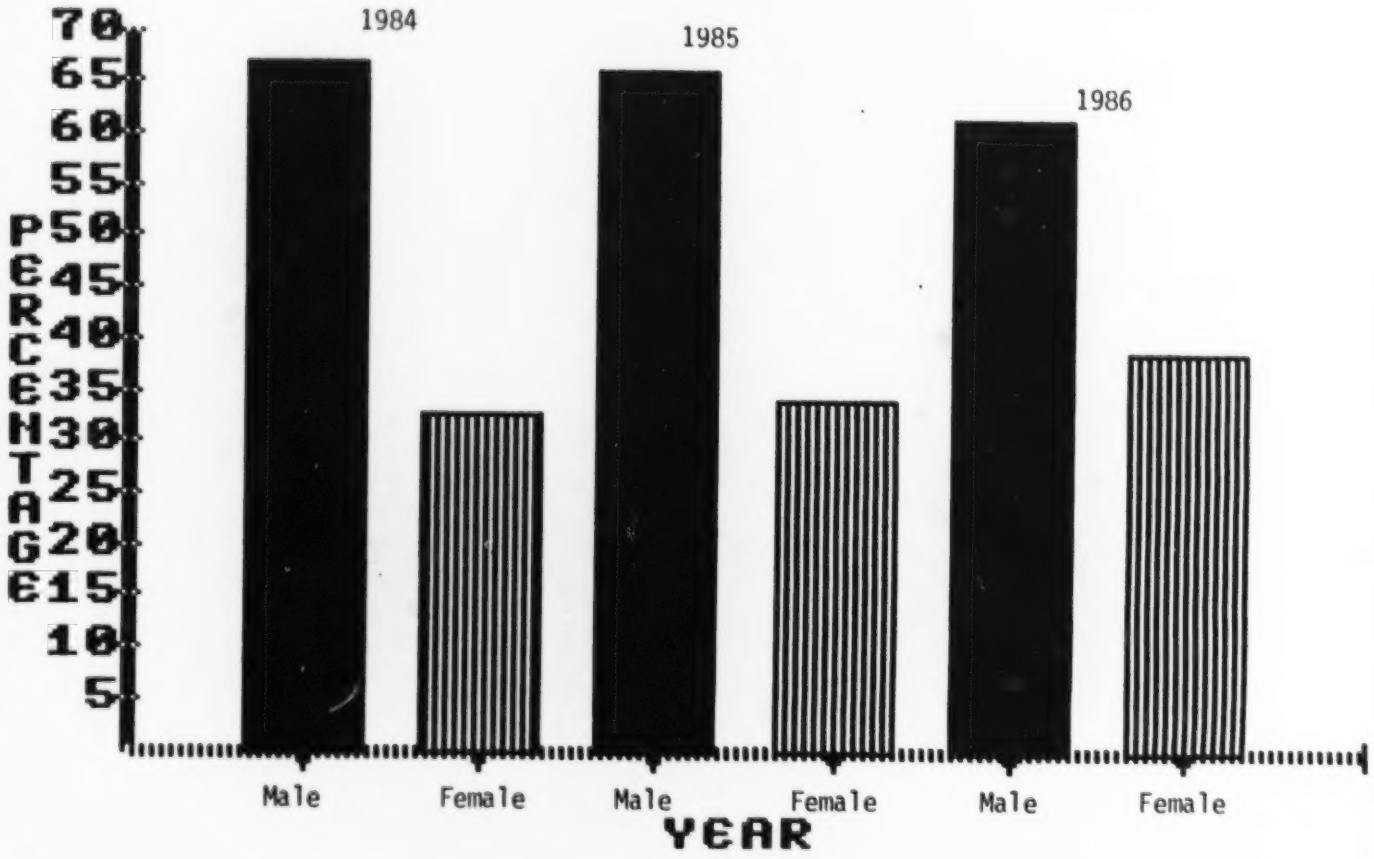
Figure 1
COLLABORATION IN 26 EDUCATION JOURNALS 1984-86



n = 2,397 single-authored manuscripts

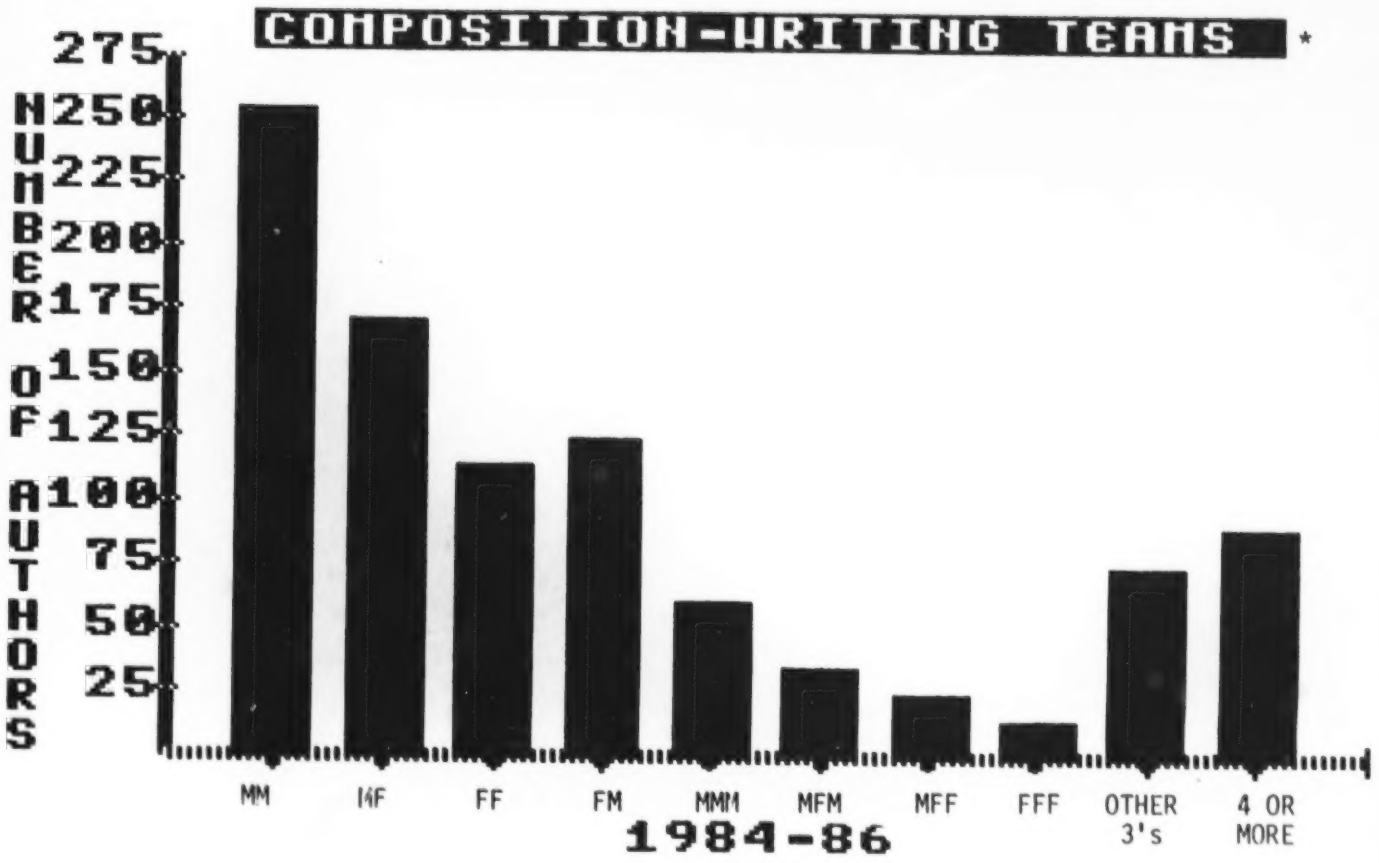
n = 1,768 collaboratively-authored manuscripts

Figure 2
Sex of Authors for Sixteen Education Journals
1984 - 1986



N = 3,998 authors

Figure 3



*for Sixteen Education Journals

N = 936 writing teams

APPENDIX A

Analysis of 26 Education Journals
1984

Journal Title	Publication* Schedule	Number of Authors 1	2	3	4 or more	Single/Collaborative % single	% collaborative	Article Type P	T	R
Action in Teacher Education	Q	25	17	3	-	55.6	44.4	15	29	1
Adolescence	Q	44	25	13	4	51.2	48.8	6	18	62
American Educational Research Journal	Q	20	21	8	4	37.7	62.3	-	-	53
Child Care Quarterly	Q	10	10	1	1	45.5	54.5	3	8	11
Child Development	B	39	87	48	31	19.0	81.0	-	10	195
Childhood Education	B	25	8	4	-	67.6	32.4	25	12	-
Child Study Journal	Q	7	12	4	1	29.2	70.8	-	3	21
Children Today	B	25	6	3	1	71.4	28.6	28	5	2
Child Welfare	B	20	17	8	6	39.2	60.8	22	17	12
Day Care & Early Education	Q	19	5	3	1	67.9	32.1	27	1	-
Early Years	M	26	7	-	2	74.9	25.1	34	1	-
Educational Forum	Q	32	5	1	-	84.2	15.8	2	36	-
Educational Leadership	M	101	23	8	4	74.3	25.7	44	87	5
Educational Research	Q	17	12	2	-	54.8	45.2	4	15	12

Journal Title	Publication Schedule	Number of Authors 1	2	3	4 or more	Single/Collaborative % single	% collaborative	Article Type P	T	R
Harvard Educational Review	Q	26	5	1	-	81.3	18.7	9	22	1
Journal of Education	Q	18	3	-	-	85.7	14.3	-	21	-
Journal of Educational Research	Q	22	18	12	6	37.9	62.1	-	-	58
Journal of Higher Education	B	19	9	4	-	59.4	40.6	2	14	16
Journal of Negro Education	Q	32	9	2	1	72.7	27.3	3	25	16
Journal of Teacher Education	B	50	21	8	2	61.7	38.3	18	40	23
NASSP Bulletin	M	123	50	14	1	65.4	34.6	89	97	2
Phi Delta Kappan	M	94	18	6	1	78.9	21.1	48	67	4
Review of Educational Research	Q	14	8	2	1	56.0	44.0	1	22	2
Teachers College Record	Q	29	6	3	1	74.4	25.6	5	33	1
Theory Into Practice	Q	34	13	-	-	72.3	27.7	9	38	-
Young Children	B	17	9	4	1	54.8	45.2	22	8	1
TOTAL		888	424	162	69	57.6%	42.4%	416	629	498

Total Single Authors = 888 57.6%
Total Collaborative Teams = 655 42.4%

* M=Monthly
Q=Quarterly
B=Bimonthly

Analysis of 26 Education Journals
1985

Journal Title	Publication* Schedule	Number of Authors 1	2	3	4 or more	Single/Collaborative % single	% collaborative	Article Type P	T	R
Action in Teacher Education	Q	18	17	2	2	46.2	53.8	16	14	9
Adolescence	Q	39	31	15	4	43.8	57.3	8	19	62
American Educational Research Journal	Q	13	16	7	3	33.3	66.7	-	-	39
Child Care Quarterly	Q	8	7	3	0	44.4	55.6	3	9	6
Child Development	B	33	58	27	26	22.9	77.1	0	4	140
Childhood Education	M	21	7	-	-	75.0	25.0	17	11	-
Child Study Journal	Q	1	4	-	1	16.7	83.3	-	-	6
Children Today	B	27	9	-	-	75.0	25.0	25	8	3
Child Welfare	B	21	8	6	1	60.0	40.0	12	14	10
Day Care & Early Education	Q	7	1	2	-	70.0	30.0	9	1	-
Early Years	M	32	8	2	-	76.2	23.8	37	5	-
Educational Forum	Q	29	5	1	1	80.6	19.4	5	31	-
Educational Leadership	M	88	34	13	1	64.7	35.3	60	70	6
Educational Research	Q	19	5	1	3	67.7	32.3	1	3	24

Journal Title	Publication Schedule	Number of Authors 1	2	3	4 or more	Single/Collaborative % single	% collaborative	Article Type P	T	R
Harvard Educational Review	Q	20	3	-	-	86.9	13.1	1	20	2
Journal of Education	Q	16	3	-	2	76.2	23.8	2	15	4
Journal of Educational Research	Q	18	22	9	6	32.7	67.3	-	-	55
Journal of Higher Education	B	17	12	4	-	51.5	48.5	-	17	16
Journal of Negro Education	Q	33	10	2	1	71.7	28.3	11	22	13
Journal of Teacher Education	B	55	10	5	2	76.4	23.6	25	32	15
NASSP Bulletin	M	110	45	8	-	67.5	32.5	75	80	8
Phi Delta Kappan	M	100	20	1	4	80.0	20.0	45	64	16
Review of Educational Research	Q	15	5	5	-	60.0	40.0	-	16	9
Teachers College Record	Q	26	6	1	-	78.8	21.2	3	26	4
Theory Into Practice	Q	34	10	-	-	77.3	22.7	19	24	1
Young Children	B	13	13	-	-	--	--	15	11	-
TOTAL		813	369	114	57	60.1%	39.9%	389	516	448

Total Single Authors = 813 60.1%

Total Collaborative Teams = 540 39.9%

* M=Monthly
Q=Quarterly
B=Bimonthly

Analysis of 26 Education Journals
1986

Journal Title	Publication* Schedule	Number of Authors 1	2	3	4 or more	Single/Collaborative % single	% collaborative	Article Type P	T	R
Action in Teacher Education	Q	26	13	6	-	57.8	42.2	18	26	1
Adolescence	Q	30	31	19	14	31.9	68.1	3	17	74
American Educational Research Journal (three volumes)	Q	14	12	6	3	40.0	60.0	-	-	35
Child Care Quarterly	Q	11	11	1	2	44.0	56.0	6	8	11
Child Development	B	30	57	26	24	21.9	78.1	-	8	129
Childhood Education	B	25	9	2	-	69.4	30.6	10	25	1
Children Today	B	25	6	3	2	69.4	30.6	21	15	-
Child Welfare	B	25	17	3	2	53.2	46.8	12	22	13
Day Care & Early Education	Q	22	5	1	-	78.6	21.4	21	7	-
Early Years	M	63	18	1	-	76.8	23.2	66	15	1
Educational Forum	Q	19	5	1	-	76.0	24.0	-	25	-
Educational Leadership	M	92	31	10	4	67.2	32.8	46	90	1
Educational Research	Q	16	9	1	-	61.5	38.5	-	5	21

Journal Title	Publication Schedule	Number of Authors: 1	2	3	4 or more	Single/Collaborative: % single	% collaborative	Article Type: P	T	R
Harvard Educational Review	Q	18	4	-	-	81.8	18.2	4	18	-
Journal of Education	Q	21	2	-	-	91.3	8.7	-	23	-
Journal of Educational Research	Q	12	23	15	3	22.6	77.4	-	-	53
Journal of Higher Education	B	10	11	6	2	34.5	65.5	4	10	15
Journal of Negro Education	Q	30	5	4	-	76.9	23.1	3	28	8
Journal of Teacher Education	B	24	21	6	2	45.3	54.7	7	36	10
NASSP Bulletin	M	115	33	5	-	75.2	24.8	53	100	-
Phi Delta Kappan	M	67	15	3	1	77.9	22.1	7	78	1
Review of Educational Research	Q	7	10	2	-	36.8	63.2	-	19	-
Teachers College Record	Q	22	5	4	1	68.8	31.2	-	31	1
Theory Into Practice	Q	32	10	1	-	74.4	25.6	7	36	-
Young Children	B	8	11	1	1	38.1	61.9	11	9	1
TOTAL		764	374	127	61	57.6%	42.4%	299	651	376

Total Single Authors = 764 57.6%
Total Collaborative Teams = 562 42.4%

* M=Monthly
Q=Quarterly
B=Bimonthly

COLLABORATIVE PROFESSIONAL WRITING SURVEY

Position:

_____ higher education administrator
_____ higher education faculty
_____ public/private school administrator
_____ public/private school teacher
_____ other (describe)

Sex: _____ Male
_____ Female

If you are higher education faculty, please respond to the following:

STATUS: _____ tenured
_____ nontenured

RANK: _____ instructor
_____ assistant professor
_____ associate professor
_____ full professor

YEARS EXPERIENCE IN PRESENT POSITION: _____

YEARS EXPERIENCE IN HIGHER EDUCATION: _____

NOTE: Questions 1 through 7 pertain to the article referred to in the cover letter.

1. Were you the first or second author on this article?
   first _____ second _____ other _____

2. Was this your first experience with co-authorship and publication?
   yes _____ no _____

3. Have you published other articles with your co-author from this manuscript?
   yes _____ no _____

4. Do you have a "writing arrangement" with this person? Can you describe it?

5. a. What was the major reason for your collaboration on this article?

   b. What were the other reasons?

6. a. How did you determine the tasks each author would perform?

   b. What is the most effective way to determine these tasks?

   c. How did you determine first authorship?

7. a. What process/es did you use to get a first draft?

   b. What process/es do you see as most effective in getting a first draft?

NOTE: Questions 8 through 18 refer to general experience with collaborative writing.

8. What are the 3 major deterrents to successful co-authorship? Why?

9. What are the 3 most important characteristics of an ideal co-author?

10. Have you had an uncomfortable or unsuccessful experience with collaborative writing? Yes _____ No _____. If "yes", describe it and how it was resolved.

11. What contributions should distinguish a first author from other authors?

12. Do you do your best work individually or collaboratively? Why?

13. What are the 3 most important advantages/benefits of collaborative writing?

14. What advice would you give authors who are considering collaboration?

15. How many articles have you published in professional journals as the single author?

16. Do you believe a person or persons should receive authorship for minimal contribution or as a courtesy? Why or why not?

17. Are there certain types of projects that do not lend themselves to collaboration? Why?

18. Have any of the recent technological advances (such as word processing) been helpful in managing your collaborative writing projects?

APPENDIX C
A CONCEPTUALIZATION OF THE COLLABORATIVE WRITING PROCESS

1. Anticipatory

a. Generate idea and/or select potential co-author(s) based on shared commitment, mutual trust, and/or complementary stengths

2. Prewriting

a. Brainstorm/ discuss ideas for manuscript

b. Reach tentative agreement about each co-author's general role

3. Structuring

a. Identify target audience and suitable outlet(s)

b. Prepare outline or overview

c. Designate specific tasks for each co-author

d. Establish task completion dates

4. Writing

Obtain a first draft by:

a. Combining each co-author's individual work or,

b. Using first author's draft as framework or,

c. Writing communally during a series of work sessions or,

d. Using work of a less experienced co-author (as directed by first author)

5. Revising

a. Negotiate changes in manuscript through meetings, correspondence, or conference calls

b. Agree upon needed changes in each co-author's work

c. Rewrite and re-organize until co-authors are satisfied with product

d. Obtain feedback from other readers

6. Pre-submission

a. Prepare final draft of manuscript

b. Submit manuscript for review following publication guidelines

7. Review/ Publication

a. Respond to recommendations for revisions from editor and reviewers

b. Read and correct galleys

c. Sign copyright agreement

d. Consider for other audiences and outlets for variations of material

e. Assess quality of the writer's relationship and whether to continue or terminate the collaborative team

SHARED COMMITMENT -- MUTUAL TRUST -- COMPLEMENTARY STRENGTHS

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